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| **EXPLORERS** | | **PATHFINDERS** |
| **Composites** | **Components** | **Composites** |
| **Design**    **Begin to show accuracy and care when drawing** | To develop their own ideas and then decide which materials to use to express them    To master the skills of holding a pencil making meaningful marks    To create collaboratively, sharing ideas, resources and skills  To talk about their design and what they want it to do | **Pupils should be taught to design purposeful, functional, appealing products for themselves, and other users** **based on design criteria** **(NC)**    **Dt3** Identify a target group for what they intend to design and make  **Pupils should be taught to generate, develop, model and** c**ommunicate their ideas through talking,** **drawing, templates, mock-ups and, where** **appropriate, information and**  **communication technology (NC)**    **Dt5** Generate and talk about their own ideas |

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| **Make**  **Use a range of tools, including scissors, paint brushes and cutlery** | To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function    To use a range of small tools  To hold scissors correctly and safely  To experiment with different brush sizes    To follow simple instructions  To explore different materials freely, in order to develop their ideas about how to use them and what to make    To join different materials and explore different textures | **Pupils should be taught to select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and** **finishing)** **(NC)**    **Dt6** Follow safe procedures    **Dt8** Use tools and materials with help  **Pupils should be taught to select from and use a wide range of** **materials and components, including** **construction materials, textiles and** **ingredients, according to their** **characteristics (NC)**  **Dt1** Explore the sensory qualities of materials    **Dt7** Take account of simple properties of materials when deciding how to cut, shape, combine and join them |

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| **Technical Knowledge** | To experiment with construction toys to build shapes    To explain what their model is and how it works | **Pupils should be taught to build structures, exploring how they can be made stronger, stiffer and more stable (NC)**    **Dt2** Explore ways to construct models    **Dt4** Recognise how structures can be made stronger, stiffer and more stable |
| **Cooking and Nutrition** | To know that some foods are healthy foods e.g fruit  To know that some foods grow in the ground as vegetables | **Pupils should be taught to understand where food comes from (NC) KS1 3D** **PSHE** |